

Learning English - Phonics and Drama Readings

Upper Primary

Key Inquiry Questions

1. What role does a phonic play in the English language?
2. Why are phonics important to learn when learning English?

Learning Outcomes

1. Students will be able to write and give the phonic sound by the end of the lesson.
2. Students will be able to read and recognize the phonic in any word by the end of the lesson.
3. Students will be able to write a short story efficiently by the end of the lesson.

Overview

This lesson will be done over a course of seven weeks: new set of phonics every week. Every day the students will be given a new phonic to learn. The list and the order of the phonics is provided below. With each phonic comes a set of rotations and four stations for the teacher to provide for the students. Each station will run for about fifteen minutes each. The first station is drama readings where the students will work together and read a drama together. The second station is all directed towards writing. Students will be given a prompt by the teacher and will be asked to write a minimum of three sentences for the prompt. The third station is vocabulary writing. Students will be given three vocabulary words that have the phonic they are learning. They will be asked to write each vocabulary word three times. The last station is with the teacher. The teacher will be doing a worksheet with the students at the station provided by the SolarSPELL website.

Materials

SolarSPELL Resource:

1. "The Alphabetic Code" (Language Arts -> Phonics -> Jolly Phonics)
2. "Drama Readings" (Creative Arts -> TR&CA -> Drama Readings)
3. "Word Bank" (Language Arts -> Phonics -> Jolly Phonics)
4. "Continuation of Learning Alphabets Using Cartoons" (Language Arts -> Phonics -> Jolly Phonics)
5. "Student Checklist" (Language Arts -> Phonics -> Jolly Phonics)

Other:

1. Writing Utensil
2. Coloring Utensils (if available)
3. Paper

Suggested Procedure

- In this lesson, students will be reviewing a new set of phonics every week: the new set for each week is located in the “Alphabetic Code” worksheet.
 - The “Alphabetic Code” gives 42 sounds to learn in a span of 7 weeks:
 1. s a t i p n
 2. c k e h r m d
 3. g o u l f b
 4. ai j oa ie ee or
 5. z w ng v oo oo
 6. y x ch sh th th
 7. qu ou oi ue er ar

A new letter sound will be introduced each day for the students to explore and also practice. For example, on the first day of phonics, the teacher would go through the lesson plan with the phonic sound ‘s’. The next day, the teacher would go through the sound letter ‘a’, and so on.

Before Lesson:

- Students will be introduced to a new phonic, depending on the week and day.
- The teacher will show the phonic to the class and ask them to look and observe the new sound. The teacher may ask questions like:
 - Do any of you recognize this letter?
 - Can you recognize any words that start with this letter?
 - What kind of sound do you think this letter makes?
- The class will have a short discussion on each of these questions giving out ideas to what they may think about the letter. This should take maybe five to ten minutes.
- After the discussion is over, the teacher will conduct a short sound activity:
 - With each phonic comes a specific sound, ask the students to think of an action that may remind them of this phonic. For example, if it were the phonic ‘m’, students may rub their stomachs and say “mmmmmm”, as if they were eating something delicious. This will allow the students to remember the sound with the phonic more easily.
 - After asking the class as a whole, and getting a few ideas from the students, come to a consensus as a class for which action you will use.
 - Once the action has been set, say the phonic sound multiple times and have them do the action.

- This activity is also great to do randomly during class to get students attention while also giving them the opportunity to practice their phonic sounds.
- While going through each week and day of phonics, there will be more actions and phonic sounds added to this activity. Make sure to bring in past phonic sounds and actions to make sure the phonic isn't forgotten.

During Lesson:

- The teacher will split the students into four even groups for small stations. Each station should be timed for 15 minutes each. After 15 minutes has gone by ask the students to switch stations.

1st Station: Drama Reading- Easy Readers

- At this station, students will be given the drama reading from Easy Readers. There are five different stories in Easy Readers, one will be put out each week. They will give themselves roles in the story, 1 and 2, and read the story as if they were in a play. If they finish before the rotation ends, tell the students to practice their play repeatedly and make sure to add dramatic acting with it.

2nd Station: Writing a Story

- At this station, students will be given a prompt, provided by the teacher, and will be asked to write a short story, on paper, about what was given. These short stories should not be shorter than three sentences long.
 - Prompts may include (but are not limited to):
 - What did you do this weekend?
 - How is your day so far?
 - If you were to travel somewhere, where would you go and why?
 - What are your favorite things to do?
- When the 15 minutes are done at this station, students will be asked to turn in their short stories.

3rd Station: Vocabulary Writing

- At this station, students will be writing three vocab words, on a piece of paper, three times each. These vocab words will be provided by the teacher each day, depending on the specific phonic the students are working on that day. The teacher can find these vocab words on SolarSPELL under Jolly Phonics "Word Bank". All vocab words are separated by the specific phonic they use. Teachers may choose the three words they want their students to write.
 - A students writing may look something like this for the phonic sound 'p':

pit pit pit
pat pat pat
sip sip sip

4th Station:

- At this station students will be working with the teacher as a group. Here they will be working on the "Continuation of learning alphabets using cartoons" worksheet located on the SolarSPELL.

- In the beginning of the worksheet there is a small fun activity students can do before getting started. Give students at most 5 minutes for the activity.
- Next, go through the activity labeled number 2. First say each sound with the students and then have them repeat it to you by themselves. Do this with every word given, repeating the word at least two times.
- For the assessment, have students work on number three and four on their own. Observe how they are doing and what they are doing right. To make sure they are understanding, students should get most of the answers right for number three and four.

Progress Keeping/Assessment:

- Use the SolarSPELL Student Checklist for each student to check their progress for each student while learning phonics.